



# The Principal and Teacher Induction

## Southeastern Wisconsin New Teacher Project

A Consortium of 25 school districts and the Leadership Center of Cardinal Stritch University in partnership with the New Teacher Center



## Supporting New Teachers

### Conversations Among Principals, New Teachers, and Mentor Teachers

#### *Utilizing the Mentor in Post-Observation Conferencing*

Principals are accustomed to supervising and evaluating new and veteran teachers. Whether you are utilizing the Charlotte Danielson domains or other system for summative assessment, you follow a pattern that includes a dialogue with the teacher as to what you saw and perceived during an observed lesson. Naturally, the goal is to help develop excellent pedagogy through having teachers talk about teaching and examine their practice in the classroom.

When scheduling a post-observation conference or planning for a meeting with a beginning teacher, consider asking the beginning teachers' mentor to join you. As active participants in the meeting, you and the beginning teacher may discuss: pedagogy and best practices based on Wisconsin State Teaching Standards, skill improvement, goal-setting, and your observations of the new teacher's practice. You will likely make some suggestions and recommendations to further the teacher's practice and possibly even ask coaching-type questions to lead the teacher into make informed decisions

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## Upcoming Events

- March 3 Mentor Training - Coaching in Complex Situations
- March 11 Superintendent/Head of School/President & Primary Contact Breakfast
- Mar. 16-17 Mentor Training - Analyzing Student Work
- March 29 The Role of the Principal in Supporting High Quality Teacher Induction



## SEWNTP'S VISION STATEMENT

*Students' needs are met by effective and confident teachers who grow professionally through a collaborative network. This network will transform and sustain the quality of leadership and education – one person at a time.*

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## Conversations Among Principals, New Teachers, and Mentor Teachers

for enhanced teaching performance. It is likely that what you discuss will lead to one of the new teacher's evaluations: a summative assessment.

Meanwhile, that new teacher is trying to take it all in – a tough task when s/he is balancing the desire for improvement with concerns about job security and the tension of being in an evaluative position.

At the February 15, 2011 **Principal Network Forum**, principals discussed the benefits of three-way conferences. Included in the listed advantages were:

- First hand understanding of concerns for the mentor
- Mentor can reinforce principals' focus
- Clarification can follow the meeting
- Mentor can help the new teacher with reflection on her practice
- Goals set and discussed are jointly followed up
- Support for the mentor teacher as instructional

The next page shows a graphic of how a three-way performance conference would play out and the roles each person plays. Note that the mentor teacher is an active listener while you and the new teacher are the active participants.

As the instructional leader in the building, your work with new teachers is critical. Having the mentor teacher as a partner in the assessment process will help to ensure that your message is heard.

Graphic on page 3



### New and New-ish Resources for Principals

Covey, S.R. (2008). *The leader in me*. New York, NY: Free Press.

Marshall, K. (2009). *Rethinking teacher supervision and evaluation*. San Francisco, CA: Jossey-Bass.

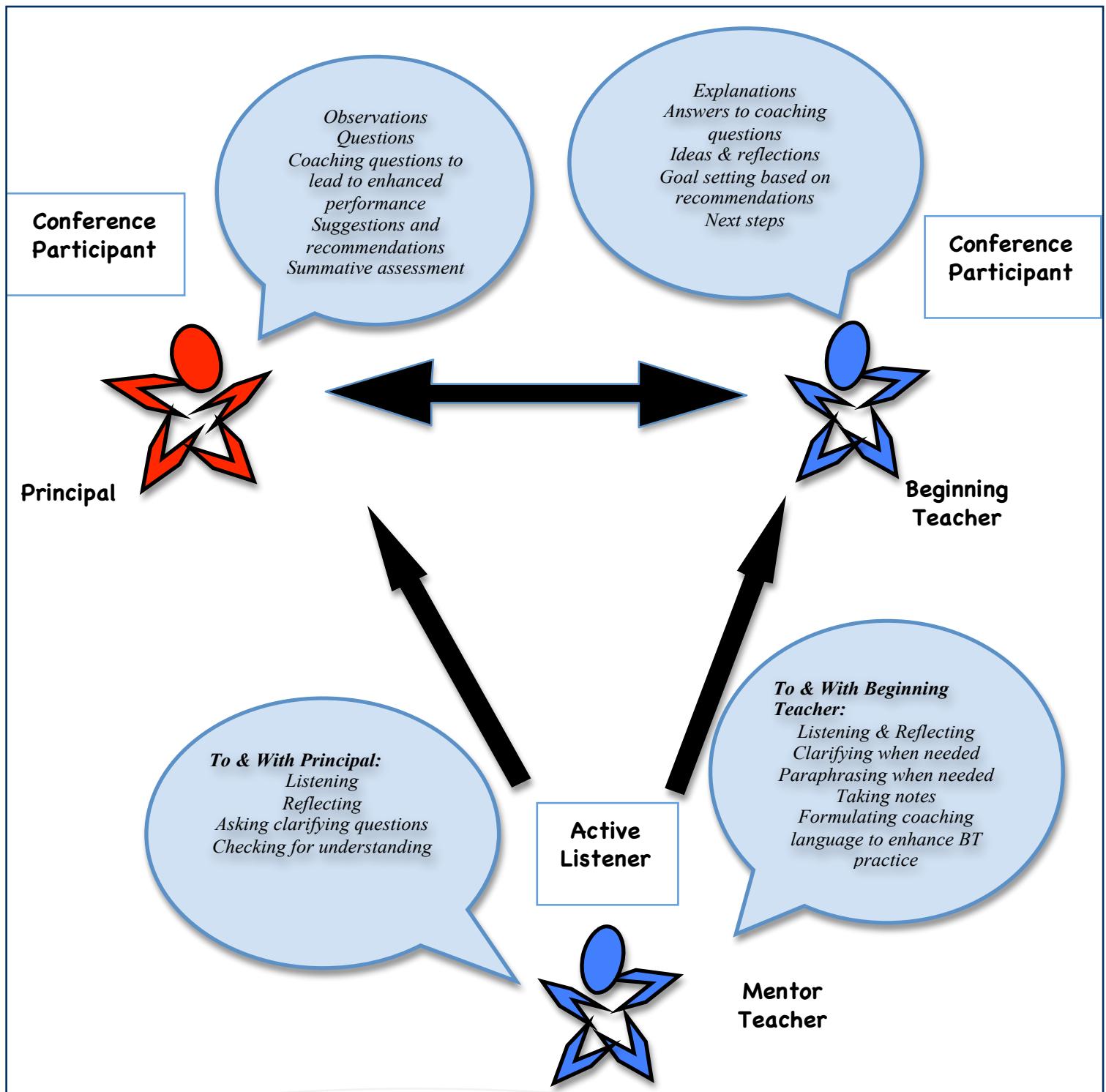
Knight, J. (2011). *Unmistakable impact: a partnership approach for dramatically improving instruction*. Thousand Oaks, CA: Corwin Press.

Stephenson, S. (2009). *Leading with trust: how to build strong school teams*. Bloomington, IN: Solution Tree Press.



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## THREE-WAY CONVERSATION TO DISCUSS BEGINNING TEACHER PERFORMANCE





### *Questions and Answers for Principals*

**Q:** How do I speak to the mentor teacher about her mentee without breaching her confidentiality with the beginning teacher?

**A:** Both you and the mentor have a stake in the success of the new teacher. Instead of asking what's going on, ask the mentor to work on certain areas with the new teacher. For instance, you could say, "I've discussed differentiating for individual needs with Ms. Harris, but it would help if you would also focus on that particular area with her."

Notice the importance of having already discussed it with the new teacher prior to your letting the mentor know.

When speaking with the new teacher, consider having conferences that include the mentor teacher. The mentor can provide insight for the new teacher as well as clarify what has been said to her. That extra pair of ears can make a big difference.

FROM:

### NOVICE TEACHERS: MEETING THE CHALLENGE



The New Teacher Center (NTC) induction model has 15 elements, including the following:

- The supportive engagement of the principal is a fundamental requirement to establishing the context for a successful program

Mentors are prepared for their roles through well-defined and continuous training.

- Professional standards provide a clear vision of best practice goals and provide a framework for the mentor's work with the novice teacher. Standards language helps structure learning-focused conversations and teacher goals.

Mentors employ a comprehensive formative assessment system to guide the evaluation of a new teacher's work. The system is framed by professional standards and involves formal data collection and analysis of teacher practice, including examination of student work.

- Mentors ensure that the teacher's instructional priorities align with those of school administrators and the community by meeting separately with school principals on a regular basis.

Martin, P. (2008, November/December). Novice teachers: meeting the challenge. *Principal*, 88(2), 42-44.



## SOME CHALLENGES AND SOLUTIONS FACING PRINCIPALS

### CHALLENGES

Defining the Mentor Teacher's role and responsibilities; building capacity

Clarify the induction program with principals; role of the principal

Time for Mentors and Beginning Teachers to meet



### PROBLEM – SOLVING

Send mentors to the New Teacher Center (NTC) trainings held by SEWNTP

Presentations at faculty meetings for general understanding

Faculty meetings – create scenarios to build understanding of the mentors' roles

Participate in New Teacher Center (NTC) trainings held by SEWNTP – especially **Instructional Mentoring** for common language and understandings

Attend **The Role of the Principal in Supporting High Quality Teacher Induction** on March 29<sup>th</sup> (register by March 1)

Principal covers classes for mentor or for beginning teacher to observe

In-house substitute teacher

Ask for teachers to develop “Pay it Forward” chart where they volunteer to cover Mentor/Beginning Teacher classes for observations.

Ideas elicited from principals who participated in the February 15, 2011 Principal Network Forum

## CONTACT INFORMATION

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### NTC Websites:

[www.ntc.org](http://www.ntc.org)  
[www.ntcwi.org](http://www.ntcwi.org)  
[www.stritch.edu/sewnntp](http://www.stritch.edu/sewnntp)



**READ** the brand new Practice Brief about The Role of the Principal in New Teacher Induction from the New Teacher Center and learn more about the graphic below.

[http://www.newteachercenter.org/pdfs/NTC\\_Practice\\_Brief\\_Role\\_of\\_the\\_Principal\\_in\\_Beginning\\_Teacher\\_Induction.pdf?utm\\_medium=email&utm\\_source=eReflectionsFeb2011](http://www.newteachercenter.org/pdfs/NTC_Practice_Brief_Role_of_the_Principal_in_Beginning_Teacher_Induction.pdf?utm_medium=email&utm_source=eReflectionsFeb2011)

### THE PRINCIPAL'S ROLE

